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ABSTRACT

Using these four case studies, secondary teachers can help students learn about economic development and social change in Tanzania, Egypt, Nigeria, and South Africa. The case study presentation is built around the following five questions: (1) what are the major problems facing this particular developing country; (2) which problems should (do) get priority; (3) how is the leadership in this developing country going about solving the problems; (4) what are the consequences of these development strategies; and (5) what are the costs of development; can these be predicted and provided for? Students view 16mm films; read speeches, journal articles, and short selections; and participate in classroom discussions. For each case study, print and nonprint instructional materials which provide information on the five questions listed above are cited. A lesson plan that includes a short reading selection and questions with which to stimulate classroom discussion is also provided on each of the four countries. (Author/RM)

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SCHOOL SERVICES DIVISION

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Economic Development and Social Change: Four Case Studies from Africa

QUESTIONS FOR DISCUSSION

Our four case study presentation for economic and social change is built around five main questions. These, we feel, not only guide the discussion of the materials demonstrated and suggested here but also from an outline for the study of other countries of the world. We have chosen the national framework for the resource packet mainly because it is the most operative unit in our world today, i.e., decisions on development, problem-solving, cooperation, hostility - all - are dependent on the outlook and stance of the existing national divisions. The questions we have posed are as follows:

1. What are the major problems facing this particular developing country?

   Discussion of this question can be based on "fact sheets", descriptive and geographical material and statements by the country's leaders.

2. Which problems should (do) get priority?

   Here students can discuss national priorities in the United States with which they are probably more familiar. They should, then, be encouraged to make the distinction between the problems as perceived from the country's perspective and as perceived from the United States' perspective. For example, Tanzania and Egypt have given social inequalities their primary attention while we would likely have placed priorities on economic issues.

   Egypt felt that land redistribution among the peasant farmers (a social goal) was a prerequisite for better land use (an economic goal) while we generally see increased production as a means to raise people's standard and quality of living.

3. How is the leadership in this developing country going about solving the problems?

   Development plans, specific projects, government policies can be brought in here. The Readers Guide often identifies articles

in popular or academic magazines which describe a country's major economic or social projects; or students could turn as we did to African Development and Africa Report.

4. What are the consequences of these development strategies?

Students might better come to grips with this question if they look first at examples in their own culture, i.e., if we build the Alaska pipe-line, what happens to our environment? Or, since we have to conserve energy and can't drive our vehicles as much as we used to, how does this affect travelling salesmen, deliveries of food and other items?

In the African context we can find other examples. South Africa wants to encourage rapid and extensive economic development but it does not want social change. It is possible to demand more of the African workers without offering them better conditions? On the other hand, Egypt has worked at a leveling of its ancient and extreme social class system with the result that a large and growing middle class has emerged. This group, however, is demanding more attention be paid to economic development. In other words, whatever policies a government chooses, there will be a spill-over into other areas with which it has to cope. How each one does this makes for another phase of the study.

5. What are the costs of development? Can these be predicted and provided for?

This important question deals with values. If a country opts for certain goals, how will its people's values be affected? More concretely, if Nigeria goes into oil exploitation and related industries, how will this affect the people who flock to these? How will traditional values be undermined as the traditional economic system is drastically changed? In all four countries under discussion, urbanization is a growing phenomenon. How does living in a crowded city rather than in a more spacious village affect how people relate to one another? Again students might get into this form their own experience: How does being unable to drive as much as before change our relationships with friends and relatives living at a distance?

* * *

Economic Development and Social Change:
Four Case Studies from Africa

I. TANZANIA

Tanzania is probably the "easiest" African country to study in American schools because of the wealth of good, lively, accurate and up-to-date material that is available. As a basic text students will likely enjoy Leon Clark's anthology, Nation-Building: Tanzania and the World, Book VI in Through African Eyes. The anthology is keyed to a teacher's guide which not only suggests a variety of other source materials for enhancing the study but also details lesson plans, questions for discussion and follow-up projects. (New York: Praeger, 1970, $2.45 plus Teachers Guide, Book VI $2.45). This can be supplemented by African Development, December, 1973 which has a 46-page 'Tanzania Economic Survey" (selections of these are attached with a lesson plan; the whole issue is available from African Development). The first few articles in each ("Introduction", "Tanzania's Resources", and 'Essential Facts/Map", 'My Philosophy of Socialism", "Tanzania Blazes Its Own Trail", respectively) will help students define the problems Tanzania faces: it is mainly a country of subsistence agriculture with few valuable mineral resources and little industry. One more source for textual material is Focus, January, 1974, "Tanzania: Experiment in Cooperative Effort". (New York: American Geographical Society, 1974, 85¢ but bulk rates available) This eight-page booklet succinctly describes the geography, people, agricultural and industrial development, tourism and possibilities for the future.

Before continuing with the readings and considering the questions of priorities, solutions and strategies, students could view Tanzania: Progress Through Self-Reliance (16 mm. color. 23 min. $12.50 rent. McGraw-Hill.) Africa Changes: A Young Leader in a New Nation, (16 mm. 14 min. color. $10 rent. BFA Media) or Saba Saba (16 mm. color. 26 min. $400 sale or $50 rent. Contemporary Afro-American Films.) for a graphic introduction to the nation. Together or separately these films also identify Tanzania's development goals and ideology; they further suggest directions for the rest of the study - the Tanzam railroad, Education for Self-Reliance, "Ujamaa" villages - to name but a few.

To come to grips with our fourth and fifth questions relating to the consequences and costs of development students might read Colin Richard's article in African Development, "Tourism Tanzania Style" (attached). It raises the question of how a country intent on preserving socialist values can encourage the affluent to spend its leisure time there. This aspect of the study has another plus to recommend it. Many youngsters are intrigued by game or animals. These could pursue independent study projects on game distribution or control, the poaching of animals, or wildlife protection policies.

Or, they could take Nation-Building's discussion of National Service and turn it into a debate, using examples from our own move to a voluntary army as supportive material against the Tanzanian argument. For students in an economics class the article attached on the country's new savings law will provide provocative material: - How might a 100% tax on savings over a certain amount influence the behaviour and life styles of Tanzania's inhabitants?

What all of the items suggested here (and the materials they recommend) point out is the dual character of Tanzania's development scheme - directed and concomitant economic and social development. That the leaders are dedicated to this ideal is obvious; that the majority of Tanzanians are benefiting seems equally true; that balanced development over the long run can be achieved is still a question. But any class doing a case study of Tanzania is bound to come away full of hope and optimism for the experiment.

* * *

McGraw-Hill Text Films, Princeton Road, Hightstown, NJ 08520
BFA Media, 2211 Michigan Avenue, Santa Monica, CA 90404
Contemporary Afro-American Films, P.O. Box 5031, Berkeley, CA 94705
Focus, American Geographical Society, Broadway at 156 Street, New York, NY 10032
African Development, African Buyer and Trader Ltd., Wheatsheaf House, Carmelite Street, London EC 4Y OAX England, $15 per year

School Services Division
January 1975

SCHOOL SERVICES DIVISION

TANZANIAN DEVELOPMENT: CAPITALIST OR SOCIALIST?
- Lesson Plan -

Socialism as an economic system is little understood by Americans. This is partly because we, a nation rich in resources, have developed our wealth in a mixed economy, with strong capitalistic overtones. We seem to feel that if these methods worked for us, they should also work for others. But what of nations faced with lesser resources, undeveloped technology and a population that is demanding a better life now? President Nyerere of Tanzania argues that such countries do not even have an option: he feels they must adopt a socialist philosophy of development - one which spreads the fruits of development to the majority of the population as quickly as possible. As they read through this, students might consider what opportunities they would have if they were growing up in Tanzania rather than in the United States.

After the students have read the speech, have them participate in the following activities:

1. How does Nyerere assess "capitalism" as an economic system?

- Ultimate and main objective is profit.
- Competition is the key, not cooperation.
- Concentrates wealth in the hands of a few.

2. Why does Nyerere reject "capitalism" as an economic system for Tanzania?

- Tanzania is poor in resources and technology.
- Benefits of economic development should be spread to many, not just a few.

3. In your view, does the average Tanzanian agree or disagree with Nyerere?

4. Why does Nyerere believe Tanzanian Socialism to be a viable alternative?

- It is more compatible with Tanzania's needs and aspirations.
- They have no choice since they lack capital.
- Need to keep independence.

Do you agree or disagree? Why?

Enrichment

Can Americans, as individuals and through their Government, benefit by adopting for, or adapting to, our own economy, the socialist principles Nyerere puts forth?

- No. We have enough wealth for everyone so that it doesn't matter if some people have more than others. Besides, if you are not able to keep your own profits you will lose the incentive to work.

- Yes. We may have wealth and many consumer good, but our services - health, education, housing - are not as good as they could be. With more government subsidies, financed by taxing the wealthy, these could be improved, etc.

  This could prove to be a very lively discussion!

Recently, Congressional legislators have attempted to restrict foreign investments in the United States. Do Japanese, Arab and other investments in the United States endanger American economic independence Examine investments by other nations too. Assess their beneficial/harmful impact on our economy.

* * *

Economic Development and Social Change:
Four Case Studies from Africa

II. EGYPT

The Arab Republic of Egypt is the country we have chosen to represent northern Africa in our case studies. Its ancient past is well-known and is generally presented in detail in our history books; its present development is most often only touched upon if it is included in our texts at all. Part of this may be due to our "conflict" orientation, for Egypt is most often included in studies of the Middle East where the focus is on the Arab-Israeli conflict. But its current internal problems and growth are causes enough for us to look at it.

The population of Egypt is 36 million plus; its total area is about 386,000 square miles with roughly 96% of this being desert! Add to this the statistic that 95% of the population lives in The Nile Valley. With these few facts and a map your students can begin their study by suggesting reasons why Egyptians refer to their country as "The Gift of the Nile".

For textual materials, the Arab Information Center puts out (free!) a ten-page information bulletin called Egypt which highlights the country's historical, geographical, cultural, and political heritage while it outlines major modern economic and social developments. Add to this African Development's August 1973 issue (selections attached) which includes 28 pages of analysis of the country's mineral and oil potential, descriptions of cotton growing and related industries, plus commentaries on tourism, trade patterns and international policies. To zero in on what is probably the country's major problem - population growth - you could excerpt for your students selections from John Waterbury's Manpower and Population Planning in The Arab Republic of Egypt "Part II: The Burden of Dependency" (Northeast Africa Series. Vol. XVII, No. 3. Hanover" AUFS, 1972. $1.00) Waterbury's projections concerning education and employment graphically illustrate the dilemmas so many developing countries face as they strive to provide social services and economic opportunities for their citizens.

For visuals which will also focus on these areas while describing the government's attempts to solve its problems, students could view the films Egyptian Villagers (16 mm. color. 14 min. $5 rent. Middle East Institute) and Egypt, Land of Time (16 mm. color. 25 min. $5 rent. Middle East Institute). Again, the films suggest other topics the students could pursue: the aims of the 1952 revolution, the building of the Aswan Dam, the improvements in agriculture and the lives of the peasant farmers. For this latter, they could consult Hani Fakhouri's Kafr El-Elow: An Egyptian Village in Transition. (New York; Holt, Reinhart and Winston Inc., 1973. $2.75) which describes how a traditional village is changing because of factories being sited nearby. Some, too, might wish to know more about Islam or the educational system; ideas for this are also found im Fakhouri's work.

As they work their way through these materials they should begin to realize that Egypt's revolution was mainly a social one; that is, the Free Officers who deposed the king in 1952 did so because the country's welath was so unequally divided. Land reform, the impetus for industry, the emphasis on cash crops and increased production have all fallen under the heading of creating a better life for all Egyptians. Economic development is thus to serve social development. The question facing Egyptians today, however, is how to continue this drive when the economy is stagnating.

* * *

Middle East Institute, Film Library, 1761 N Street, N.W. Washington, DC 20036;
American Universities Field Staff, Box 150, Hanover, NH 03755;
Arab Information Center, 747 Third Avenue, New York, NY 10017.

SCHOOL SERVICES DIVISION

"RICHES BEYOND THE PHAROAHS' DREAMS"
- Lesson Plan -

What roles do a country's mineral resources play in its development?

In our classrooms, we frequently use the term "undeveloped countries" to describe the nations of the Third World. Implied in this term - but frequently not understood by our students is the fact that scientists have only recently begun to prospect and assess these countries' resources. In other words one of the reasons many of these countries are poor and undeveloped is that their resource wealth, the base on which they can build industries and expand their economies, is as yet unknown. The attached reading focuses on Egypt's Geological Survey, discussing the valuable resources that have been discovered there.

Have the students read the article. Have them also review the table of exports given in the prior article.

1. Why is the discovery of high grade phosphates important to Egypt?

   - The country is largely agricultural, with its 4 leading exports agricultural products.
   - Phosphates are essential for fertilizers and, consequently, for increasing production. In this time of food crisis, fertilizers and their components become exceptionally valuable exports.

2. The United States and Egypt have recently re-established diplomatic relations. What effects might this have on resource exploration and exploitation in Egypt?

   - Rather than trading with mainly Eastern European markets, Egypt now can negotiate more trade with the United States.
   - United States advanced technology in mining iron ore and other minerals are now available to Egypt and might be used, rather than Soviet assistance.

3. Why is iron ore such a key resource for industrialization?

   - It is the essential ingredient in steel production. Without it, heavy industry cannot be developed.
   - The iron and steel complex is the basis from which other industries must draw - farm machinery, factory equipment, automobiles, etc. If a country has no iron-steel complex of its own, it is dependent on imports to develop others.

Enrichment

Find out the role which molybdenum, kaolin, silica, manganese, play in the development of a country's industries. It might also be interesting to see where most of these minerals are now extracted and to hypothesize how world trade relationships might be altered by the discovery of these in Egypt.

Students with an interest in history might find out more about Colonel Lyon and the Geological Survey. They might focus their study on the questions : Why did this Survey begin when it did, and why did the British lose interest in it?

Summary Question

Are Egypt's mineral resources essential for its economic development?

- Yes. New discoveries reveal a range of resources not previously known - these particular resources support both agricultural and industrial development, both in Egypt and in other areas of developed and developing worlds.

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Economic Development and Social Change:
Four Case Studies from Africa

III. NIGERIA

Nigeria may well be the best known and most frequently studied African State. Yet is is possible the most misinterpreted in our educational materials. Our texts tend to use it as either an example of "democracy" gone astray or one of "tribalism" at its worst. In the first instance, none spend time describing the history and booby-traps that were inherent in the "democratic" structure inherited from colonialism and in the second, "tribalism" is rarely defined. Nigerians themselves usually resent these approaches for they mirror our misconceptions rather than the Nigerial realities. What is more disconcerting about them, however, is that such glib and static descriptions block our understanding of this dynamic country.

Happily, there are new and exciting materials on Nigeria for us to use. As a starter try Unit 4 "Urbanization in West Africa" in Richard B. Ford's Tradition and Change in Fo r Societies (New York: Holt, Reinhart and Winston, 1973). The unit draws heavily on Nigerian sources and directs attention to Lagos and other Nigerian cities and towns. Further it begins with a series of analytical questions around which students can structure this and further studies of urbanization.

From here, the class can put urbanization into a national framework using the tables, statistics, pictures and articles from African Development's March 1973 or 1974 issues, "Nigeria Economic Survey". (Selections attached or the whole issues may be obtained directly from the magazine publishers). The first articl notes that although the move to the cities is a pressing problem (the) government knows that agriculture is the real challenge for the future". (p. N7) Government's policies in this area and the contradictions involved in trying to combine the thrusts for industrialization and modernization of agriculture could be studied in depth. Some students could investigate oil exploitation and its technology while others examine the intricacies of primary product cultivation and marketing. The articles in this African Development provide a wide range for these and other investigations.

To personalize this study students could also look more closely at the lives of Nigerian teenagers to see how they are like and unlike, their own. To do this, they could listen to samples of contemporary Nigerian music. Africa by O. Ofori (LP $4.99, King Karol) and Voices of Africa: High Life and Other Popular Music (LP $2.49, King Karol) give them the modern rhythms while Teen and Twenty (sample attached; available from publisher) a magazine produced for Nigerian youth will give them a selection of the fiction, fames, and other concerns which the young people read about. From their experience with these materials, your students would look at another dimension of the question

of development's consequences. They might begin to discuss development's costs for these materials, provide insights into the aspirations, hopes and anxieties of Nigeria's younger generation.

Also if they have examined the lives of people their own ages they can identify areas where they look at things from the same perspective. Another example for this exercise is the brief biography of Dimpka attached; they can look at the similarities between their own or their parents' day in light of his. This could lead to an examination of the similarities between Nigeria's development path and our own. While the Nigerian Government obviously emphasizes planned growth more than we do, its approach has much in common with our own. Economic priorities are the highest and the methodology for achieving them is plainly practical. For example, Nigerian ownership is most desirable. (We are interested in promoting U.S. industry) But, if oil technology is not indigenous, then Nigerian participation is urged and provided for, while the mainly foreign industry is still encouraged. What seems to take precedence is the development of this aspect of the economy, not nationalist feelings. A debate could end this section in which students weigh this philosophy - its preconditions and advantages - against the more socialistic one advanced by President Nyerere. The options open to wealthy or potentially wealthy states but not to the poorer one will likely impress them in this activity.

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King Karol Records, 111 West 42 Street, New York, NY 10036
Teen Topics Publications (Teen and Twenty) monthly, about $7 a year, Box 14, Ijeja, Lagos, Nigeria.

School Services Division
January 1975

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"DIMPKA"
- Lesson Plan -

American historians have frequently been fascinated with the period in our past which witnessed a decline in the rural population and an increase in urban growth. In Africa, as in other Third World areas, this trend is a contemporary one. By studying people making this move now, your students can gain insights not just into current world events but into an aspect of their own history as well.

After reading the selection, have students discuss the following questions:

1. As we begin to shed our old stereotypes of Africans, there is a new one that is being formed. It is that contemporary Africans are caught "between two worlds"; they are men who are confused by the "clash between traditional and modern values". Does Dimpka fit this new image? Why, or why not?

- No. He seems to have kept some traditional habits (use of a chewing stick) while adopting modern ones that fit one to live in a business and technologically-oriented world (his belief in good education). His attitude appears pragmatic, not sentimental. He is building a house in his village but he earns his money to pay for it by selling advertising and buys life insurance.

2. In many African languages, proverbs are an integral part of the conversational form. (In fact, there is a Nigerian proverb that says, roughly, "Proverbs are the oil with which words are eaten".) The author quotes Dimpka using two :

"Trust yourself and you shall live", and

"..... obstacles are the route to success".

How do these reflect Dimpka's philosophy? Give examples from the article that show he practices these.

- They point out his self-reliant attitude and his determination to succeed. Though many offices close at 4, Dimpka continues his sales visits; when a sales manager points out discrepancies to him, he's not taken aback, but counters with facts and figures. When things don't go as he planned, he takes advice and tries again.

3. Many Americans living in cities today express the wish to move back to the countryside. Many of our young people in fact are doing just this in an attempt to get closer to nature. Do you think Dimpka or his children might share this wish? Why or why not?

Enrichment

If the students have done the unit on Tanzania they might discuss how President Nyerere's concept of "self-reliance" and Dimpka's are similar and how they are different.

How might Dimpka react to the enactment in Nigeria of an income tax like the one recently passed in Tanzania?

* * *

IV. SOUTH AFRICA

The study of the Republic of South Africa certainly provides contrast and controversy for this unit on economic and social development. Students working with these materials will quickly realize one major difference between South Africa and the other three areas: The Government is simultaneously committed to a policy of economic progress and one of contained, controlled social change. That is, they want the economy to boom but they do not want changes in the relationships between the races. How possible these dual goals are of realization and the means used to achieve them are at the core of this case study.

Why not start with a film to define the problems of this country? Two excellent ones are : End of the Dialogue (16 mm. 45 min. color. 1970. $20 rent. Harold Mayer Productions), and Witnesses (16 mm. 30 min. color. 1970. Rent depends on nature and size of audience. Tricontinental Film Center). Both of these show how Africans live in the Republic.

At first these appear to concentrate on "social" problems, but students will find, as they discuss them and read further, that this separation of the races in the country is also at the base of the economic and political policies.

With these as introduction students could begin to look at factual information on the country, asking the usual "who uses what resources"-type questions. Intercom #70 "Southern Africa: Problems and U.S. Alternatives" (available from SSD/AAI for $1.50) contains a thumbnail sketch on South Africa plus a brief summary history. Children could draw their own population, resource, communication systems, and similar maps which would vividly portray how closely intertwined the political, economic and social issues are. To see this more vividly, they could read the relevant sections in this booklet on government policy.

They might also discuss both these perceptions and the inequality inherent in a system where a minority segment reserves rights and privileges for itself and dictates a lesser quality of life for the majority. To illustrate these ideas some students might wish to do individual projects. Nelson Mandela's or Norman Duka's biographies provide personalized accounts of what life for an African is like under this system. The former is a professional man, the latter an unskilled worker. (No Easy Walk to Freedom. Nelson Mandela. New York: Humanities Press, 1973. $1.50, and From Shantytown to Forest. eds. Dennis and Ginger Mercer. Richmond: LSM Information Center, 1974. $1.75.) Or they might begin with the attached biography from Africa Report. Others could look at either the Readers Guide to Periodical Literature or The New York Times Index to find stories on recent labor unrest in South Africa. Yet another source is Junior Scholastic,

December 6, 1973, which contains an article on the recent "cracks" in Apartheid. Finally, current news from the country can be found in the magazine Southern Africa (N.Y.: Southern Africa Committee, $5 for 1 year subscription; single sample copies available free). Such activities will carry them to the questions of consequences and values.

There is an interesting irony that surfaces in a study of South Africa that makes it unlike the majority of other African countries. Where Tanzania and Nigeria are struggling to preserve rural values in an urban situation, the South African Government is trying to convince a large proportion of its population that it has traditional-rural values. Over six million Africans are born and raised in urban areas; yet the government says they really belong to homelands which are far removed from this milieu and which most of them have never seen. These people accept and operate in an urban system and culture; the government, despite this fact, says that they are not, in fact, a part of it.

* * *

Harold Mayer Productions, 155 West 72nd Street, New York, NY 10023
Tricontinental Film Center, Box 4430, Berkeley, California 94704
L.S.M. Information Center, Box 94338, Richmond, B.C. Canada, V6Y 2A8
Southern Africa, Southern Africa Committee, 244 West 27th Street, New York, NY 10001.

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January 1975

SCHOOL SERVICES DIVISION

"SEPARATING FACTS FROM FICTION ON SOUTH AFRICA"
- Lesson Plan -

One of the most important skills a student can learn in school is how to read critically. To sharpen these skills, we have included in this lesson a number of readings selected from a variety of current publications dealing with South Africa which reflect different points of view. Students reading these and participating in the activities that follow can learn of contemporary African problems and can exercise their abilities to sift through conflicting information to determine their own opinions of reality.

Read the articles from Scope (attached)plus pages 6-10 in Southern Africa. (Scope is a publication of the South African Information Service while Southern Africa is a compilation from various newspapers put together by a group concerned with the liberation of that area. Both are aimed mainly at an American audience).

1. What are the major editorial differences between the two excerpts?

- Scope focuses on government efforts to improve the quality of life of Africans and how these are being disrupted by "outsiders" and "Communists", etc.

- Southern Africa quotes from the country's newspapers documenting the restrictions on Africans' and other non-whites' freedoms in the country, labor and censorship problems, U.S. involvement in the country.

2. South Africa's "established government" (as Scope calls it) was put into office by a minority, all-white electorate. Examine the article in Scope, "Terrorism in Southern Africa". How does the news commentator attempt to gain support for the government and discredit those who oppose it?

- By playing on cold war fears of Americans - the fact that the opposition is getting aid and arms from Peking and Moscow - he equates the people's cause to one which is "Communist" and, by implication, anti-west. The words and phrases used are loaded to cause a reaction of fear - "terrorists", "Communist-trained SWAPO terrorists...infiltrated..", "because of the level of their civilization became the easy misguided dupes of Communist indoctrination", "explosive situation", "under-currents of Communist plotting and also subversive scheming by left wing elements", ghastly

(continued...)

devastation and slaughter of innocents," etc.

3. Do you think that non-white South Africans would agree with the news commentary in Scope? Cite examples from the various articles to support your position.

4. What questions are raised about Scope's Soweto success story by the news briefs in Southern Africa?

- The Soweto story doesn't indicate that people were removed from their old homes without their consent; it doesn't tell how many were removed but not "relocated". "South Africa's homeless live with uncertainty and dislocation" notes that many were moved but have not yet been rehoused. The Soweto story also doesn't mention that integrated areas were abolished in favor of segregated ones. This type of division is a factor in the labor violence reported in Southern Africa. Further, the article on the Bantustan leaders' meeting with the Prime Minister indicates that the majority Africans are being shortchanged on the amount of land they are allocated.

Enrichment

Find out more about one of the problems reported in these articles. For example, examine why and how sports are segregated in the country or research the history of trade unions noting the arguments for and against African participation in these.

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